

PE 1450

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1910

Copy 1

Where Opportunity Waits

ONE has only to go briefly into the careers of many of the most successful business and professional men to appreciate the wonderful opportunities that stenography opens to ambitious young men. The business world is full of examples of men who have reached positions of wealth and influence simply through the opportunities that shorthand gave them to develop and use their inherent powers. Many young men endowed with all the qualities for success in business often fail to reach that success because they lack the opportunity to show what they can do. Shorthand gives them that opportunity, because it brings them directly in touch with the employers—and employers are constantly on the lookout for capable, efficient men for more responsible service.

SYSTEM, the great business magazine, recently said:

One day, when President Cleveland was called upon for some extra work he asked the Fourth Assistant Postmaster General to send a good stenographer up to the White House. The Fourth Assistant Postmaster General returned to his office and sent up George B. Cortelyou—because he was on the job and he had shown he could do the thing right.

One day, when ex-President Roosevelt was governor of New York, he asked his secretary to get a stenographer quickly for some rush work. The secretary grabbed William Loeb, Jr., and rushed him into the governor's office—because he was on the job and he had shown he could do the thing right.

There are many reasons why the young man stenographer enjoys extraordinary advantages. In handling the correspondence, he is constantly brought into contact with the directing heads of a business—has an opportunity to study advanced business methods, to observe how high-priced executives work, and to learn the secrets of management, sales promotion, advertising, successful business policies, and a host of other

things that now enter into our complex commercial life. The stenographer gets a comprehensive grasp of the general science of business that is almost impossible to other employees, because it is the correspondence of a house that reflects its very heart beats. He gets a training that the universities and colleges do not give—and he gets it from past masters of business, men who have daily opportunities to test the value of their theories, for in business the law of the survival of the fittest is always operative.

The young man ambitious to succeed, anxious to work up to a position of the highest responsibility, need not hesitate a moment about taking up shorthand. If he has ability, energy, and push, he can rest assured that the business world will not lose time in giving him ample opportunity to make use of his talents.

And there is another side to the question. Shorthand offers opportunities for *immediate and profitable employment*. That is a consideration not to be overlooked. There has not been a time in the history of Gregg School when a competent young man stenographer could not have his choice of many desirable positions.

A young woman desiring to become self-supporting and independent can find no more congenial or profitable employment than that of stenography. The work requires little physical effort and is dignified and healthful. The surroundings are usually pleasant, and the earnings of well-trained stenographers are much higher than are those of women engaged in other clerical work. The knowledge a woman gains of business methods from her experience as a stenographer gives her a tremendous advantage. In fact, a good, workable knowledge of shorthand and type-writing is really an insurance for future independence. Gregg School graduates are in demand all the time.

Every day that you earn less than you would if specially trained you lose the difference between good pay and poor.

PUNCTUATION SIMPLIFIED

BY

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PREFACE.

This little book is designed for either class or private use. It is complete enough for interesting class-work, yet sufficiently simple and free from technical terms to be understood without the explanations of a teacher.

With the exception of the comma, the discussion of each mark is assigned to one lesson. The comma requires considerably more attention than the other marks, and so is handled in three lessons.

The lessons that are to be punctuated by the student are important. Their marking will serve as a visible proof of one's understanding of the work gone over.

The cases illustrating the comma are re-arranged from the excellent text-book, "Essentials of English," to which credit is herewith given.

THE AUTHOR.

FIRST LESSON.

THE PERIOD.

Little need be said about the period. Every reader knows its use fairly well.

The Period is used

1. At the end of all sentences that are not interrogatory or exclamatory.

(Almost every sentence in this book is an illustration of this statement.)

2. After abbreviations.

EXAMPLES.—Inst., ult., prox., Dr.

3. After titles of books, articles, and headings of chapters.

EXAMPLES.—“The Right of Way.” “Jack Robert’s Disappearance.” “How the Hero Gave His Word.”

4. After all Roman numerals, and Arabic figures when used to number lessons, paragraphs, and problems.

EXAMPLES.—I. II. VI. Lesson 6.

5. Between dollars and cents expressed in figures.

EXAMPLE.—\$1.25.

6. After initials.

EXAMPLES.—S. S. Packard, W. N. Ferris.

SECOND LESSON.

THE INTERROGATION.

Use the Interrogation Point

1. After a direct question.

EXAMPLE.—Where were you going?

2. After a question, or questions, within a sentence that is a statement or a command.

EXAMPLES.—“Is he not able to pay the money?”
asked Portia. “What have you to say?”
he demanded.

3. In a series after the individual members, each one of which might be expanded into a complete sentence.

EXAMPLES.—“But, does anyone speak with serious disparagement of the young Ferdinands? of our elder friend? of Billikens and Squire Purdy?”

4. Enclosed in parentheses in a sentence to indicate that a statement is used in a questionable manner.

EXAMPLES.—Yes, he has shown himself your best (?) friend.

The first extensive discoveries of gold were in California (?) in 1849.

THIRD LESSON.

THE EXCLAMATION.

The exclamatory sentence is often similar in form to the interrogatory sentence, assuming the form of a question. However, it is usually not a difficult matter to determine which mark to use. If it is obvious that no answer is expected, that the interrogatory form is used for emphasis, the exclamation-point should be used.

Use an Exclamation Point

1. After a word, clause, or sentence indicating surprise, emotion, etc.

EXAMPLES.—“A Daniel is come to judgment!

O wise young judge, how I do honor you!

How much elder are you than your looks!”

“War! the world’s had war enough!”

FOURTH LESSON.

Exercise on the use of the Period, Interrogation point and Exclamation point. (All other marks are inserted.)

"How was that Jim" I asked
Geoffrey Chaucer; born 1340; died 1400 (Indicate doubt as to the year of Chaucer's birth.)
"Well, who knows anything about it" he questioned
"What's become of Jim Brown of Jack Winters of all the boys"
"You how dare you come back"
"Help! help! will no one try to rescue him?"
Have you studied Lesson 1
J. S. Taylor.
I think it is proper, don't you that some action should be taken?

FIFTH LESSON.

THE COLON.

The Colon is used

1. After the salutation of a letter.

EXAMPLES.—Dear Sir: Gentlemen:

2. Between hours and minutes when expressed in figures. In railroad time-tables the period is used in this connection. While its use is perfectly justifiable on a time-table, where one knows that all figures have reference to time, the period between hours and minutes in any other connection might easily be mistaken for the decimal point.

EXAMPLES.—10:10 A. M., 9:30 P. M.

3. After a formal introduction to an enumeration of items or particulars.

EXAMPLES.—We are today shipping you the following:

100 bu. Potatoes,
25 bbl. Apples,
10 “ Flour.

“I cannot do that for two reasons: first, I am not a member of the state committee, and am therefore not eligible; second, Chairman Smith is a more experienced man than I am.”

4. After a formal introduction to a quotation.

EXAMPLE.—We quote the following from Gray's “Elegy”:

“The Curfew tolls the knell of parting day,”
etc.

SIXTH LESSON.

THE SEMICOLON.

The Semicolon is not as much used now as formerly. In many constructions where the semicolon was used the comma has taken its place. However, it has certain definite uses that the comma cannot supply.

Use a Semicolon

1. After expressions in a series, dependent upon an introductory or final clause.

EXAMPLES.—From Boston to New York; New York to Pittsburg; Pittsburg to Buffalo; Buffalo to Albany; Albany back to Boston; this was the extent of my trip.

“As to the grade of our present boasted civilization, Sutherland, in his “Origin and Growth of the Moral Instinct,” divides mankind into nine grades: lower, middle, and upper savagery; lower, middle, and upper barbarism; and lower, middle, and upper civilization.”

The officers of the National Shorthand Teachers' Association and their titles are as follows: Charles T. Platt, President; D. D. Mueller, Vice-President; W. O. Davis, Secretary.

2. Between the clauses of a compound sentence in one or both members of which commas are used to show omission or enclose explanatory expressions.

EXAMPLES.—The car of oats goes tomorrow; the car of corn, Saturday.

He went back, after considerable delay, and hunted for it; but it had been picked up in the meantime.

3. Between parts of a short compound sentence when those parts have very slight connection.

EXAMPLE.—Send the best goods obtainable; spare no expense on them.

SEVENTH LESSON.

THE COMMA.

In the study of punctuation, the comma is of the most importance. It is more subtle, less definite, indicates finer shades of meaning than the others. To be able to use the comma correctly is to have been sufficiently observant to have gained a knowledge of the correct use of the other punctuation marks, for all the others indicate more obvious separation. So, punctuation is largely a study of the use of the comma. We might paraphrase an old saying in this way, "Take care of the commas, the other marks will take care of themselves."

Read the following sentences, most of them taken from one page of Washington Irving's sketch, "Rip Van Winkle." See if you would have placed commas where they are used.

1. "In fact, he declared it was of no use to work on his farm."
2. "His children, too, were as ragged and wild as if they belonged to nobody."
3. "On entering the amphitheatre, new objects of wonder presented themselves."
4. "His wife kept continually dinning in his ears about his idleness, his carelessness, and the ruin he was bringing on his family."
5. "He heard a voice from a distance hallooing, 'Rip Van Winkle, Rip Van Winkle.'"
6. "His cow would either go astray, or she would get among the cabbages."

7. "His wife was hard-working; Rip, as lazy as could be."
8. "I'm not myself, I'm somebody else."
9. "He was after his favorite sport of squirrel shooting, and the solitudes had echoed and re-echoed with the reports of his gun."

Each of the nine illustrations just given is a type of a large class. The correct use of almost every comma you will come across in your reading will have a parallel in one of these sentences. To be able to understandingly place the commas in these nine sentences is a great advance toward the goal of correct punctuation.

Now, learn the following nine cases. Each case defines the preceding illustration of the corresponding number. Learn them by number, so that if given the number you will instantly think of the wording of the case; or that if the case is stated, you will at once recall its proper number.

Case 1. Introductory expressions.

Case 2. Parenthetical and explanatory expressions.

Case 3. Elements out of their natural order.

Case 4. Elements in series.

Case 5. Brief quotations.

Case 6. Contrasted expressions.

Case 7. Omissions.

Case 8. Short compound sentences where the conjunction is omitted.

Case 9. Long compound sentences.

EIGHTH LESSON.

THE COMMA (Continued).

In this lesson, we shall go somewhat into detail and explain the nine cases given in Lesson VII.

Case I., you remember, is "Introductory expressions." By the term "Introductory expressions" is meant such independent terms at the beginning of sentences as, "Yes," "No, Sir," "However," "In fact," and "After all."

EXAMPLES.—Young man, young woman, what are you learning to do well?

Answering your letter of Jan. 4th, the terms you quote are satisfactory.

"Sweet smiling village, loveliest of the lawn,
Thy sports are fled, and all thy charms withdrawn."

Case II.—Parenthetical and explanatory expressions. Parenthetical and explanatory expressions are often so nearly alike that we have combined them in one case.

A parenthetical expression is one occurring within a sentence (not beginning or ending it) that adds emphasis, but really expresses no definite idea. Use comma at both beginning and end of a parenthetical expression. Common parenthetical expressions are, "nevertheless," "therefore," "as it were."

EXAMPLES.—I have no doubt, therefore, that you can secure his order.

He had, on the contrary, gone back for his coat. The verdict, as a matter of course, was that he was guilty.

An explanatory expression is defined by its name—it explains something, and in this way differs from a parenthetical expression.

EXAMPLES.—The goods, which were extremely unsatisfactory, were returned.

Garfield, the second martyred president, was born in Ohio.

Case III.—Elements out of their natural order. A word, phrase, or clause that occupies any other than its natural place in a sentence is out of its natural order, or transposed. In order not to run the transposed part in with the rest in reading the sentence, a comma is used to show the transposition.

EXAMPLES.—After having spent years in accumulating it, his fortune was gone in a day. If you do only cheap things, you will be a cheap man.

In the acquirement of shorthand skill, a good style of longhand is a great advantage.

Case IV.—Elements in a series. Where there are more than two words, phrases, or clauses in succession, and they have the same construction, we say they “form a series.” If a conjunction connects them, no commas are used; but if the conjunction is omitted between all but the last two (and it is sometimes omitted be-

tween the last two, for emphasis), then commas are used for separation.

EXAMPLES.—Coal, iron, steel and oil have increased in value.

Coal, iron, steel, and oil have increased in value.

The two illustrations given above present two ways of punctuating the same series. Some authorities say not to use the comma when the conjunction is used before the last member of a series, as between “steel” and “oil”; others say to use it, for if it is not used the last two members of the series have only the force of any one of the other members. They say that the conjunction is not intended to connect the last two, but the last one with the whole series; so the comma is as necessary before the last one as before the others. The first way is probably not scientific, but it is certain that if it is followed there is little danger of being misunderstood. The second way is the logical one, but is not so common as the first. A person should adopt one of the two plans and stick to it.

Example where all conjunctions are omitted.

Coal, iron, steel, oil, have increased in value.

(The omission of the conjunction before the last of the series gives force to the sentence, and requires that a comma follow.)

Example where all conjunctions are used.

Coal and iron and steel and oil have increased in value.

NINTH LESSON.

THE COMMA (Continued).

Case V.—Brief quotations.

When a sentence, or part of one, is quoted without a formal introduction, a comma is used after the introduction.

EXAMPLES.—As Cæsar was going to the senate house, he saluted the seer, saying, “Well, the Ides of March are come.” But the seer mildly replied, “Yes, they are come, but they are not yet over.”

Case VI.—Contrasted expressions.

The name of this case is self-explanatory. Where the parts of a sentence are set over against each other, express a contrast, use the comma.

EXAMPLES.—“It is simply my desire, not my command, that this shall be done.”

It is I, not he.

“It appears to me that in some of these published claims they have misrepresented, or that they are fools in not accepting a present of one hundred dollars.”

Case VII.—Omissions.

This case covers general omissions, except of conjunctions as explained in Case IV.

EXAMPLES.—Milton was born in 1608; Dryden, in 1631; Pope, in 1688.

Chicago, Ill., Mar. 29, 1903.

Mr. H. B. Bennett, Official Court Reporter,
Franklin, Pa.

1,250,961.

Case VIII.—Short compound sentences where the conjunction is omitted.

Many illustrations that come under this case also come under case VI., "Contrasted expressions." This overlapping of these two cases, instead of weakening them, is an additional justification of the use of the comma.

EXAMPLES.—Yes, it is true, I shall go.

It is not only good, it is the very best.

Case IX.—Long compound sentences. A comma is used between the members of a compound sentence, even if the connection is close.

EXAMPLES.—"The death roll from typhoid at Ithaca continues to lengthen, and the people there begin to realize the fact that an epidemic of this character cannot be wiped out in a week or a month."

You will very seldom need to use a comma that is not explained under one of these nine cases; but, occasionally you will find some unusual construction that seems to require one. To cover these irregular uses, we have a general rule, based largely upon judgment and common sense. If you have any doubt as to the use of a comma under this general rule, by all means omit the comma. Do not use it unless

you are absolutely certain that it is necessary to make the sense clearer.

General Rule.—Use a comma to indicate a slight interruption in the grammatical construction of a sentence, where no other mark is applicable.

EXAMPLES.—“The steamer went aground during a dense fog, the tide having been on the ebb for about half an hour.”

“It was expected that the boat would not withstand the severe strain caused by the receding tide, and would go to pieces.”

TENTH LESSON.

Exercise on the use of the Colon, Semicolon, and Comma. (All other marks are inserted.)

This lesson is intended to test your knowledge of the use of the Colon, Semicolon, and Comma, particularly of the Comma.

Indicate by placing a figure over each comma, the Case under which it comes; where one comes under the General Rule, show it by a "g. r."

EXAMPLE.—Roughly speaking,¹ there are three theories of government,² which may be respectively designated as paternalism,³ individualism,⁴ and fraternalism.

"Among these rescues one-third were by firemen acting alone and sixty-one were acts of courage on the part of railway engineers brakemen switch-tenders or others employed on railways."

"More remarkable is the number of persons who not being in this employ make like efforts to save the lives of children women and drunken men from the swift approach of trains."

In my judgment the tariff on anthracite coal should be removed and anthracite put actually where it now is nominally on the free list.

"As an object of primary importance, promote the general diffusion of knowledge."

"The public library is of immense value to all our pupils, especially to the poor child that can attend school but a few years."

"Perhaps it is just as well that the public should not be shut off from a complete understanding of the points at issue, and a standing settlement by the commission ought to prove more nearly final than a compromise between the disputants."

It is an apt saying that "A bird in the hand is worth two in the bush."

It is right, not wrong.

You may go I shall remain here.

After dinner he went to the office, later to the theatre.

It is true and there is no help for it.

The telegram read as follows "Will leave at 630 if possible, if not at 750."

"My persistent though deferential inquiries elicited from her in a wavering voice, that she had not previously possessed the governor's acquaintance that her entreaties had evoked only the governor's wrathful orders to depart from the province on pain of sharing her father's fate, and that La Chatre had refused to allow her even to see her father in his dungeon in the Chateau of Fleurier."

All of the executive committee were there, Mr. James of Philadelphia, Mr. Williams of Newark and Mr. Wright of Trenton.

ELEVENTH LESSON.

THE DASH.

The Dash is used

1. To indicate an unexpected break in the thought or grammatical construction, or to show hesitation on the part of a speaker. If this broken part of the sentence is followed by the taking up of the thought preceding the interruption, then a dash is used to indicate its completion as well as its beginning.

EXAMPLE.—“Stenographers are not the only persons who are not quite as careful—no, perhaps it would be better to say thoughtful—as they should be.”

Now taking up his criticism—but why should we pay any attention to it?

“To do things profoundly well, never grows easy—grows always more difficult.”

2. To indicate the omission of figures.

EXAMPLE.—Meeting of the Eastern Commercial Teachers' Association, April 9-11, 1903.
(This means April 9, 10, and 11.)

3. Before the name of an author or speaker following something quoted from his writings or speeches.

EXAMPLE.—A good many good things are lost by not asking for them.—McKinley.

TWELFTH LESSON.

THE PARENTHESES.

The parentheses enclose expressions that are explanatory in nature. The dividing line between an expression that should be enclosed within parentheses and the ordinary explanatory or parenthetical expression is rather vague. However, the following statement is a practical test the writer has employed for settling the matter in his mind, and it seems to decide the matter nicely.

1. Enclose within the parentheses explanatory expressions that in being spoken would be said in an undertone, or as an aside.

EXAMPLES.—“He is likely (apt) to take offense.”

“An amateur (literally, a lover) is one who pursues an art, science, or a game for the love of it, not for a livelihood.”

“Christopher Marlowe (1564-1593) may be considered as the founder of this poetic and romantic drama.”

2. When an amount expressed in words is followed by an expression of the same thing in figures, the figures should be enclosed in parentheses.

EXAMPLE.—One hundred dollars (\$100).

THIRTEENTH LESSON.

THE BRACKETS.

1. The brackets enclose an explanation made by some one other than the speaker or author of the quotation.

As the brackets are not on the keyboard of the ordinary typewriter, the stenographer must use the parentheses, instead. This liberty is only allowable in typewritten work.

EXAMPLE.—“Pupils in public and private schools, 17,289,230 [it seems to the editor that this figure must be too high], an increase of 278,520 over the previous year.”

“I went into the army before I should have gone—before I knew I was in.” [Laughter.]

“While woman may never be elected to Congress, she will continue to be the ‘Speaker of the House.’” [Applause.]

FOURTEENTH LESSON.

QUOTATIONS.

The use of the Quotation-marks is simple.

Enclose within quotations

1. The exact words of an author, speaker, or writer.

Examples of this use of quotation-marks are found in the preceding lesson and in almost every lesson in this book. Refer to them.

2. Names of books, articles, and plays; but not names of newspapers.

EXAMPLES.—Have you read “The Prisoner of Zenda”?

“John Burt,” now running in the Tribune, is interesting.

3. A technical word used outside of its usual connection.

EXAMPLE.—“In some instances the stenographer is at liberty to ‘edit’ what he transcribes.”

4. An expression that is intended to imply something different from its ordinary meaning, used in a humorous or sarcastic sense.

EXAMPLES.—“I passed over to the ‘silent majority’—I got married.”

The “novels” he wrote were “novel” indeed.

5. When one quotation occurs within another, indicate the second one by single quotation-marks.

EXAMPLE.—“Yes,” he said, “I know it’s true that ‘Chickens come home to roost.’”

6. If a quotation consists of more than one paragraph, use quotation-marks at the beginning of each paragraph and at the end of the last, not at the end of each.

FIFTEENTH LESSON.

**Exercise on the Dash, Parentheses, Brackets,
and Quotation-marks. (All other
marks are inserted.)**

Within a few years, the commerce of the West
the speaker here named a dozen or more
States will equal that of the States on the
Atlantic.

Yes, I think I will no I wont under any cir-
cumstances!

Though the mills of God grind slowly,
Yet they grind exceeding small.

Longfellow.

Robert Burns 1759 1796 occupies a singular
position in literature.

One afternoon I had been there a week we saw
a horseman come galloping over the hill.

Now, he said, you have said you believe that
Honesty is the best policy.

Yes, I call that a work of art (Indicate sar-
casm in this sentence by use of two different
punctuation marks.)

The Sun comments very favorably upon Rich-
ard Mansfield's production of the play,
Julius Cæsar.

Gentlemen, I know senator Baker Lincoln had
known him for over thirty years; we were
boys together in Illinois.

About Gregg School



REGG SCHOOL was organized in 1896 by Mr. John Robert Gregg, the author of Gregg Shorthand, with one main object in view—to produce more efficient stenographers than had ever been produced before.

In that idea lay the inception of what is now the largest school in the world devoted exclusively to the teaching of shorthand and typewriting.

Gregg School began its work in one room, with but one pupil and one teacher. The system of shorthand used was practically unknown at that time, and people were at first slow to appreciate the advantages of the system and the advanced methods of instruction Mr. Gregg introduced.

But the first graduates of the school, by the quality of their service, their keen insight into the work they performed, and their superior technical skill, soon demonstrated that a new standard in stenographic efficiency had been established.

The success of the school from that time on was an assured fact—the efficiency of its methods had been conclusively demonstrated.

Gregg School had grown steadily and surely from year to year, both in attendance and prestige, under the influence of the marvelous simplicity of the system used and the effectiveness of the methods of instruction employed. Its growth after the first two years was rapid—so rapid, in fact, that the school was compelled to move twice in order to secure larger and more

suitable quarters for the constantly increasing attendance.

Briefly stated, the success of Gregg School is due: First, to the system of shorthand; second, to the original and effective methods of teaching, by which the maximum of efficiency is attained with the minimum of effort and time on the part of the student; third, to the selection and employment in each department of well-trained and forceful teachers of national reputation, each a specialist in his respective subject; and, fourth, to placing our graduates in the most desirable positions, which they have been able to fill successfully by reason of the well-rounded, practical course of training for which Gregg School has become noted.

Gregg School has a national reputation, and each summer teachers of shorthand and typewriting from all over the United States and Canada attend the summer normal school in order to gain a knowledge of its methods of instruction.

The quarters now occupied by the school in the Thomas Church Building were designed to meet our special requirements. They are spacious, well lighted and fitted with every modern convenience for the work to be done and for the comfort of the students. The Thomas Church Building is one of the most up-to-date office buildings in Chicago. It is thoroughly fireproof, and is provided with every modern appliance for safety and comfort.

Send for our handsome prospectus, which gives full information about the school. Better still, visit the school and see for yourself the kind of work that is being done in it, its equipment and facilities for efficient training.

The Wonderful Success of Gregg Shorthand



LESS than twelve years ago there were hardly fifty schools in the United States teaching Gregg Shorthand; to-day there are nearly seventeen hundred—more than half the schools teaching shorthand. It is taught in 150 schools in Illinois. Ninety-five schools in Ohio; 51 in Indiana; 78 in Michigan; 77 in Minnesota; 83 in Missouri; 84 in Iowa; 60 in Wisconsin; 66 in Kansas teach the system. Could a shorthand system win such wide popularity and become so universally used if it did not possess unusual merit? Gregg School is the headquarters of Gregg Shorthand.

Wins International Shorthand Speed Contest

In the Fifth International Shorthand Speed Contest, held at Washington, March 26, 1910, Gregg Shorthand won first, second and third places.

Of the eighteen contestants, fourteen were writers of Pitmanic shorthand and four were writers of Gregg Shorthand.

Every one of the Gregg writers qualified—one on two transcripts within the allotted time.

Ten of the fourteen writers of Pitmanic shorthand were disqualified for inaccuracy or failed absolutely.

World's Records Established

The winner, Fred H. Gurtler, of Chicago, exceeded by twenty-three words per minute the best previous record on non-legal matter in the International Contests for the Miner Medal. The winner of second place, Charles L. Swem, a seventeen-year-old boy, of New York, exceeded the best previous record in the Miner Medal Contests by fifteen words per minute. The winner of third place, Miss Salome L. Tarr, a seventeen-year-old girl, of Jersey City, N. J., established a world's record for accuracy—99.4 per cent perfect. In the shorthand contest held at Baltimore October 1, 1910, Paula E. Werning, a writer of Gregg Shorthand, won first place with a transcript that was 100 per cent perfect. This is the first time in the history of the contests that a writer has submitted a perfect transcript on any kind of matter at any rate of speed. Miss Werning was also given honorable mention for the highest speed of any of the contestants.

Gregg — the Shorthand that can be read

Simplicity — Legibility — Speed

The fact that every one of the Gregg writers who entered the contest qualified in both speed and accuracy shows conclusively that Gregg Shorthand is the most legible of all systems.

That two writers of only seventeen years of age, with less than two years' experience in writing shorthand, could decisively defeat trained shorthand writers of long practical experience, demonstrates more clearly than any argument could that the claims for simplicity and legibility of Gregg Shorthand are based on solid fact.

Adaptability to Young Writers

The success of Mr. Swem and Miss Tarr in this contest shows with striking forcefulness that Gregg Shorthand is not only adapted to the most difficult reporting, but that also the very highest grade of work may be done by even very young writers. This fact is of deep significance to those expecting to engage in stenographic work. It shows that an exceedingly profitable field is now open, through the medium of Gregg Shorthand, to thousands who could not succeed with the old-time methods of shorthand.

Rational Touch Typewriting

No other system of typewriting has ever produced anything like the number of expert typewriters that "Rational Typewriting" has.

Mr. H. O. Blaisdell, the World's Champion typist, is a product of Gregg School and "Rational Typewriting." His record is 109 words per minute for one hour, made in the International Contest held simultaneously in London and New York, October 27, 1910.

Mr. J. L. Hoyt, the World's Champion Amateur typist, learned typewriting from "Rational Typewriting." His record is 95 words per minute for one hour.

Mr. Emil A. Trefzger, Champion typist of England, who won the Championship for the second time at London, October 18, 1910, is a "Rational" operator.

The "Brown Trophy," competed for in the typewriting contests of the Central Commercial Teachers' Association, has been won three times in succession by "Rational" operators—the last time, 1910, by Parker Woodson, a boy of but fourteen years of age.

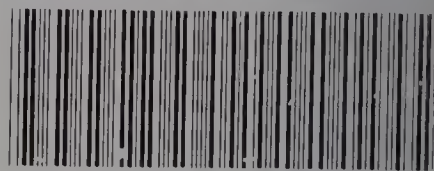
All of these typewriter experts are also expert writers of Gregg Shorthand.

GREGG SCHOOL

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